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ABSTRACT

This booklet, part of the "TeachERIC Resource Series," is an annotated bibliography of elementary and secondary social studies curriculum guides available through the ERIC system. One purpose of the series is to help familiarize teachers with the ERIC system and what it can do for them. Curriculum guides are defined as course outlines and syllabi. There are three major sections to the booklet: section one cites K-12 guides, section two lists K-6 guides, and the third section cites guides for grades 7-12. A variety of topics are treated. These include aging, the energy crisis, how to develop learning activity packets in social studies, legal education, consumer education, curriculum development, goals and objectives, textbook selection, and program improvement. (Author/RM)

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CURRICULUM GUIDES FOR THE SOCIAL STUDIES, K-12

TeachERIC Resource Series, no. 4

ERIC Clearinghouse for Social Studies/Social Science Education

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1980

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PREFACE

This booklet is one of four separate resources in volume 1 of the TeachERIC Resource Series, a publication service for teachers instituted this year (1980) by the Social Science Education Consortium and the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ ChESS).

ERIC/ChESS is one of 16 information clearinghouses in a nationwide network, the Educational Resources Information Center (ERIC), funded by the National Institute of Education. Each ERIC clearinghouse, which is responsible for collecting and disseminating current educational materials in its specific subject area, is sponsored by a university or professional association.

As the host organization for ERIC/ChESS since 1971, the SSEC has ready access to more than 300,000 educational documents through ERIC's computerized information storage and retrieval system. Among these resources are curriculum guides, teaching units, descriptions of innovative programs, bibliographies, and research reports. Many of these documents are available only through ERIC. They can be examined on microfiche at hundreds of ERIC collections housed in libraries and resource centers all over the United States, or they can be ordered, in microform or paper copy, from a central distribution facility.

The purpose of ERIC is to collect useful resources--many of which would not otherwise be widely available--and make them accessible to educators in various roles and at all levels. Teachers can use ERIC to find the latest information on effective classroom techniques and materials. Administrators can use ERIC to identify new and significant educational developments. Researchers can use ERIC to keep up to date in their fields of interest. Even students can use ERIC--to obtain information needed to prepare term papers, theses, and dissertations.

One purpose of our new TeachERIC Resource Series is to help familiarize teachers with the ERIC system and what it can do for them. The four topic areas chosen for this initial volume reflect the requests for specific kinds of information received by this clearinghouse during the past year. As we learn about new concerns and needs, we will prepare additional resource bibliographies on those topic areas. We also stand ready to provide individualized resource lists in the form of printouts of custom computer searches of the ERIC data base. (For more information, write to ERIC/ ChESS at 855 Broadway, Boulder, Colorado 80302 or call 303/492-8434.)

We hope that this booklet will be a useful resource for teachers who are looking for information and materials in this specific subject area. Comments and suggestions for future topics are welcomed.

James E. Davis

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Associate Director, ERIC Clearinghouse for Social Studies/Social Science Education

INTRODUCTION

One of the most rewarding aspects of working with educators is the discovery that so many teachers and supervisors are sincerely interested in improving their social studies programs. This interest goes far beyond looking for "something to do on Monday morning"; more and more educators seem to be looking hard at their existing programs and systematically planning to revise, supplement, or totally reconstruct their social studies/social science curricula.

Prerequisite to this process, of course, is knowledge of what other districts, schools, and teachers are doing--particularly those who have devised successful programs. What possible frameworks of objectives, scope and sequence, content, and evaluation are there to choose from? Which ones seem to work best in various social and educational contexts? How can material on, say, career education or women's studies be integrated into a program that emphasizes the basic subject disciplines?

Fortunately, educators who are concerned with such questions do not need to begin by reinventing the wheel. Many excellent curriculum guides, both broad and specific in scope, have been developed by school districts, state departments of education, educational service centers, and federally funded projects.

This TeachERIC resource bibliography describes social studies curriculum guides that have been entered into the ERIC (Educational Resources Information Center) data base. The citations are arranged first by grade-level group (K-12, K-6, and 7-12). Within each grade-level group, they are listed in roughly chronological order by their ERIC accession numbers, beginning with the highest numbers (those resources entered most recently into the ERIC system) and progressing through lower numbers.

All these resources are indexed in *Resources in Education (RIE)* and included in ERIC microfiche collections. If you want to read a document in its entirety, check to see whether your local library or instructional media center subscribes to the ERIC collection. (For a list of libraries in your area that subscribe to this system, write to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.)

If an ERIC collection is not accessible or if you want a personal copy of a document in either microfiche (MF) or paper copy (PC), you may order most of these resources from ERIC Document Reproduction Services (EDRS), Computer Microfilm International, P.O. Box 190, Arlington, Virginia 22210. All orders must be accompanied by payment in full, including prepaid postage. Prices (correct as of April 1, 1980) are cited for each document. Note that for some documents paper copies are either not available or must be ordered from the publisher or distributor instead of EDRS.

ELEMENTARY/SECONDARY (K-12)

ED 166 071. *The Young Look at the Old: Curriculum Building in the Area of Aging*, by Adele R. Saxe. San Jose: School of Applied Science and Arts, San Jose State University, 1977. EDRS price: MF $0.83, PC $6.32; plus postage. Also available from Gerontology Education and Training Center, San Jose State University, San Jose, Calif. 95192 ($3.00).

This manual is designed to aid elementary and secondary teachers in creating programs to teach about aging. The goals of this program are to (1) provide young people with a better understanding of the aging process, (2) provide a perspective on the meaning of education in one's own life, (3) establish cross-generational understanding and cooperation, and (4) provide materials on aging that will enrich the regular curriculum. Teaching approaches are cross-generational, cross-cultural, and interdisciplinary in nature, and can fit into such subject areas as art, music, literature, sociology, psychology, physical education, and economics. Separate sections in the manual discuss rationale, course content, teacher training, curriculum development, and course plans. Suggestions for funding, staffing, and providing texts and materials for inservice training are offered. Sample teaching units for grades 4 through 12, evaluation methods, and reference materials are provided in appendices.

ED 164 427. *Teaching Human Dignity: Social Change Lessons for Everyteacher*, by Miriam Wolf-Wasserman and Linda Hutchinson. Minneapolis: Education Exploration Center, 1978. Not available from EDRS; available only from Education Exploration Center, P.O. Box 7339, Minneapolis, Minn. 55407 ($7.95).

The book is a collection of readings designed primarily for teachers, but also intended for others who are interested in teaching about human beings and building human worth. It contains 60 first-hand accounts of teaching experiences at all levels and offers a perspective for noncompetitive, cooperative, and innovative education. To aid in the search for self and social understanding, it provides social change curriculum materials and a viable philosophy of educational/political change. Topics include labor studies, third world and women's studies, people's history, oral history, white ethnic studies, writing, drama, and the media. Strategies for teaching all of the basic skills are outlined. A comprehensive list of resource materials and examples of successful educational/political activities are included.

ED 162 892. *Teaching About the Energy Crisis in Grades K-12*, by Lawrence Herstik and Judith Burnett. New York: Division of Educational Planning and Support, New York City Board of Education, 1977. Not available from EDRS; available only on loan from U.S. Office of Education, Energy and Education Action Center, Reporters Building, Room 514, 300 Seventh St., S.W., Washington, D.C. 20202.

This publication is a K-12 curriculum guide for multidisciplinary energy education. These materials present activity ideas for various energy education themes for each grade level and for science, home economics, and health and physical education classes. Sections include: (1) overview, (2) K-12 social studies themes related to the energy crisis, (3) themes and activities in science, home economics, and health and physical education, (4) suggested activities and lessons, (6) selected bibliography, and (7) films. These materials, which are in the developmental stage, were written for use by teachers in New York City but can be used elsewhere.

ED 157 802. *Developing Learning Activity Packages in Social Studies Education*, by John E. Guenther and Patricia A. Hansen. Lawrence, Kan.: School of Education, Kansas University, n.d. EDRS price: MF $0.83, PC $3.32; plus postage.

This document provides instruction on developing learning packages for classroom use in social studies. The rationale is that learning packages provide a workable means of individualizing classroom instruction. The document is presented in 12 chapters. Chapter 1 offers an overview of learning packages, suggests ideas necessary to package development, and identifies level, subject area, and prerequisites. Chatpers 2 through 6 examine initial assumptions, goals, and objectives and offer a flow chart for development and evaluation. Chapters 7 and 8, the bulk of the guide, present guidelines for developing core and supplementary ideas. First, outcomes are specified. Second, core ideas are identified ("core idea" is the major focus of the package), along with supplementary ideas used to support or teach the core idea. Package components which develop and implement the subject matter include package objectives, preassessment, activities, self-check, postassessment, additional activities, and references. Chapter 9 outlines a final package form that is easily reproducible for use in other classrooms. Chapter 10 and 11 give guidelines for developing a teacher's guide. The final chapter presents sample development and evaluation forms.

ED 156 601. *Law-Focused Curriculum Guide, Grades 3 Through 12*. Norman, Okla.: Southwest Center for Human Relations Studies, Oklahoma University, 1976. EDRS price: MF $0.83, PC $6.32; plus postage.

Twenty-four model units are presented here to help elementary and secondary students learn about the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law. The first major section contains eight elementary-level units and a bibliography of textbooks and articles upon which some of the units' activities are based. Content includes lawmaking, the roles of police, juvenile law, court procedures, and planning laws for the future. Within each unit are numerous activities with clearly identified objectives. Most of the activities involve students in creative writing, role playing, discussion of personal opinions, and interaction with

community lawmakers and law-enforcement personnel. The second major section contains 16 secondary-level units and a bibliography with content covering the Constitution and Bill of Rights, individual freedom, consumer law, crime, torts, courts, and the penal system and parole procedures. Each unit contains activities related to specific objectives.

ED 156 555. *Implementation of a Multi-Disciplinary Curriculum for Consumers' Education: Teacher Education Module 3.* Tallahassee: Florida Department of Education, 1977. EDRS price: MF $0.83, PC $3.32; plus postage. Also available, supply permitting, from Florida Department of Education, c/o ITV and Educational Products Distribution, Room 23, Avant Building, Tallahassee, Fla. 32304 (free to professional educational persons and groups).

This document is the third in a series of four competency-based inservice teacher education modules in consumer education. The main objective of the program is to assist curriculum developers and elementary and secondary classroom teachers as they plan, develop, implement, and evaluate a multidisciplinary consumer education program. The present module provides exercises to help teachers integrate consumer education concepts and generalizations into social studies, home economics, mathematics, science, language arts, and business education. The module also presents pretest exercises to assess knowledge about applications of consumer economics and explains why consumer economics is a good topic for an interdisciplinary course.

ED 153 900. *Social Studies: A Guide for Curriculum Development.* Indianapolis: Indiana Department of Public Instruction, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from Indiana Department of Public Instruction, Division of Curriculum, 229 State House, Indianapolis, Ind. 46204 (free).

This social studies curriculum guide, designed for grades K-12, is divided into seven sections. The first section offers a brief introduction and calls attention to the laws and rulings in Indiana which affect the teaching of social studies. Section 2 outlines the guide's rationale, which stresses that knowledge must be combined with rational action in resolving social issues. The elementary section identifies and defines major concepts, indicates where they appear in selected textbooks, lists skills which should be developed, provides a description of the child at each grade level, and offers suggestions for evaluation. Topics include global awareness, decision making, basic needs, citizenship, self-esteem, and technology. The fourth section consists of flow and concept charts which describe the scope of the social science disciplines; a separate chart is provided for each discipline. The secondary section consists of units used as examples for teaching American history and government, anthropology, economics, geography, seventh-grade global studies, world civilizations, psychology, and sociology. Each unit contains introductions, objectives, strategies, activities, and resources. The evaluation section

includes cognitive values and social participation domains, test items, and classroom observation techniques. A resource bibliography is included.

ED 150 027. *Goals and Objectives: The Social Studies Report, Social Studies Analysis and Synthesis Report,* and *Social Studies Philosophy Report*. Spokane: Spokane School District 81, 1976. EDRS price: MF $1.00; plus postage. Paper copy not available.

This document contains three papers relating to the goals, objectives, and philosophy of the social studies program of District 81, Spokane Public Schools. The first paper lists the competencies and skills which K-12 students should master. The scope of the social studies program includes psychology, which focuses on developing a good self-concept; social studies skills; judgment criteria; economics; geography, which emphasizes the environment; political science and government; sociology/anthropology; and history, which stresses culture and heritage. Each of the areas is emphasized throughout the program; however, some areas receive greater emphasis at selected grade levels. Presented in a chart format, the document lists the competencies and the extent to which they should be mastered at each grade level. The second document contains an analysis and synthesis report of the social studies. The report defines the social studies and the current program of social studies in the district. The report concludes with a recommended plan of action for the continued development of the district social studies program. The final paper is a brief discussion of the philosophy of the social studies program.

ED 146 114. *The Maine Studies Curriculum Philosophy and Framework,* third draft, by Dean B. Bennett and John P. Daniels. Augusta, Me.: Gardiner Area School Administrative District MSAD11 and Maine Department of Educational and Cultural Services, 1977. EDRS price: MF $0.83, PC $4.82; plus postage.

This booklet provides a framework to guide development of curriculum components of the Maine Studies Curriculum Project. Funded in 1976 by the Elementary and Secondary Education Act in response to a section of Maine School Law, the project aims to develop and test a K-12 curriculum, accompanying instructional resources, and a teacher education program. Maine studies is defined as study of the state's social life, government, economy, technology, and environment from historical, current, and future perspectives. The guide contains 14 sections which discuss rationale and aspects of curriculum development. Two sections define the term "curriculum," diagram the interrelationship among components of the Maine Studies Curriculum, and list curriculum elements. Another section identifies student goals in attitude and skill areas as well as goals for the learning environment. Guiding theories of learning and instruction are summarized, and content elements are listed. These include cognitive understandings of themes and concepts, attitudes and values, and process skills. Concluding sections emphasize the importance of proper learning environment, relevant educational activities, and evaluation techniques.

ED 142 487. *AAJE Jewish Civics Sourcebook: A Leader's Guide for Teaching Citizenship in the Jewish Community*, edited by Benjamin Efron and Hyman Chanover. New York: American Association for Jewish Education, 1975. EDRS price: MF $0.83; plus postage. Paper copy available only from American Association for Jewish Education, 114 Fifth Ave., New York, N.Y. 10011 ($6.95).

This guidebook contains curriculum ideas, learning experiences, and resources for teaching civics and community responsibility to Jewish youth from grades 1 to 12. Its contents are applicable for all types of Jewish schools, including congregational and communal, day, afternoon, and weekend. There are four major sections. Section 1, a civics curriculum, presents a sequential program focusing on the contemporary Jewish community. Concepts and related learning experiences are described for primary, intermediate, junior high, and senior high grades. Section 2 contains a teaching strategy on Jewish identity through the concept of "tzedakah," which is "the sociological end result of the psychological process where identity is really formulated." The program bases learning on the study of individuals familiar to students. It outlines goals, learning opportunities, and evaluation measures. Section 3 contains five units on such topics as responsibility to Israel and respect for the elderly. Section 4, an "idea corner," describes more than 50 innovative projects from schools, temples, and bulletins of the Bureau of Jewish Education.

ED 142 450. *The Role of Law in a Free Society and the Rights and Responsibilities of Citizenship: A Curriculum Guide for Kindergarten Through Grade 12*, rev. ed. Jefferson City, Mo.: Missouri State Bar Association and Missouri Department of Elementary and Secondary Education, 1976. EDRS price: MF $0.83; PC $24.32; plus postage. Also available from the Missouri Bar, 326 Monroe St., Jefferson City, Mo. 65101 ($7.50).

This curriculum guide contains learning objectives, activities, and resource and reference materials to help elementary and secondary teachers develop a legal education curriculum unit. Learning objectives are related to nine major topics: (1) "Why the Law?," (2) "How the Law Develops," (3) "How the Law Works," (4) "The Court System," (5) "Major Supreme Court Decisions and Their Impact on U.S. History," (6) "The Philosophy and Procedures of the Juvenile Court," (7) "Due Process of Law," (8) "The Bill of Rights in Criminal Cases," and (9) "The Bill of Rights and Individual Civil Liberties." The guide is divided into three sections. The first section lists the educational objectives for teaching rights and responsibilities of citizenship in a free society. The second section presents 218 activities for teaching a legal education unit. Two matrices show how the individual activities are related to the specific learning objectives. The third section, an appendix, contains reference material for the teacher, including a bibliography of resources, topical outlines, and answers to commonly asked questions about the law.

ED 141 262. *Descriptors for Political Understanding: A Guide to Asking Questions About Learning Related to Political Literacy in Wisconsin Schools, K-12*. Madison: Wisconsin Department of Public Instruction, n.d. EDRS price: MF $0.83; PC $3.32; plus postage.

This teacher-oriented guide presents information and resources for use in increasing the political literacy of K-12 social studies students. The main objective of the guide is to further civic literacy through increased knowledge and understanding of political structures and processes and effective citizen participation. Emphasis is on helping students develop skills required to participate in a democratic society.

ED 141 211. *What Every Child Should Know . . . Social Studies: Course of Study, Criteria for Textbook Selection*. Phoenix: Arizona Department of Education, 1974. EDRS price: MF $0.83, PC $4.82; plus postage. Also available from Arizona Department of Education, 1535 W. Jefferson, Phoenix, Ariz. 85007 (free).

This state curriculum guide outlines the knowledge objectives for elementary and secondary social studies in Arizona. The purposes of the guide are to present the minimum content of the course of study for geography, economics, world history, and government and to serve as the educational content criteria for selection of state-adopted textbooks. The guide is divided into sections by subject area. Each section contains similar information relating to the specific subject scope, including definition of the discipline; major goals and subgoals; and facts, principles, skills, and concepts. The major goals and subgoals are marked to indicate whether major emphasis should be stressed in the elementary or secondary grades.

ED 139 692. *The George Rogers Clark Teaching Units*. Indianapolis: Indiana Department of Natural Resources and Indiana Department of Public Instruction, 1976. Not available from EDRS; available only from Social Studies Consultant, Department of Public Instruction, Division of Curriculum, 10th floor, 120 W. Market St., Indianapolis, Ind. 46204 ($3.00).

This curriculum guide provides elementary and secondary students and teachers with some specific suggestions for studying the events taking place in Kentucky and Illinois during the American Revolution. Although George Rogers Clark is the central figure, the study is not limited to his story. His activities provide a framework for investigating events of the period. The guide is divided into two sections, one each for elementary and secondary grades. Objectives are outlined in terms of concepts, values, and skills to be learned. Content guidelines for both sections follow five key questions: How did Clark become interested in the West? How were settlers in Kentucky and Illinois living when Clark arrived? How did Clark contribute to the American Revolution? How did life change after the Revolution? What if Clark had never lived? For each question, approximately ten student activities are suggested which make use of role play, mapping,

construction of miniature forts, and drawing of time lines. Bibliographies for elementary and secondary sections list relevant books and audiovisual materials.

ED 137 174. *Program Improvement for Social Studies Education in Wisconsin*, by the State Social Studies Curriculum Study Committee. Madison: Wisconsin Department of Public Instruction, 1977. EDRS price: MF $0.83; PC $4.82; plus postage.

This booklet will help educators review, develop, and improve fundamental components of K-12 social studies programs. It is designed as a planning and implementation guide for social studies in Wisconsin. First, ways are suggested in which educators can define the purpose of their social studies programs and decide how to balance skills and subject-matter components. A matrix is provided on which skills and grade-level presentation can be outlined. Then a historical section traces social studies curriculum development from the 17th century through "the new social studies" to current concerns. Next the nature of an ideal social studies program is discussed. The program is classified into three knowledge perspectives: disciplines, processes, and values; comparative; and topical. The comparative perspective considers the knowledge of time, space, and culture. The topical perspective considers self-awareness and social awareness. Five models for scope-and-sequence format for elementary and secondary levels are presented. Specific recommendations for Wisconsin social studies are listed in terms of curriculum and instructional development, instructional organization and resources, and evaluation. Final sections explain how to implement and evaluate new programs at the local level. Appendices contain Wisconsin's general educational goals and elementary sequence model.

ED 130 990. *Guidelines for 4-H Consumer Education*. Washington, D.C.: Department of Agriculture Extension Service, 1976. EDRS price: MF $0.83, PC $4.82; plus postage.

This guide is planned to assist state agricultural extension persons who are responsible for program development of a youth consumer education program. It identifies priority content and teaching methods for program content, planning, implementation, and evaluation. A rationale for developing a 4-H consumer education program is given which emphasizes the need for such education in a dynamic, changing society. Consumer education is defined in several ways. One definition is that it is related to consumption of private and public goods and services for personal and household use. A curriculum guide for developing a consumer education program in four areas of consumer concern is presented: the consumer as an individual, the consumer as a member of society, the consumer in the marketplace, and the consumer's business rights and responsibilities. Concepts and generalizations needed to master the competencies are outlined in each area for three age levels--9 to 12, 12 to 14, and 14 to 19. The guide concludes with some aids for teaching 4-H consumer education, examples

of learning experiences, teaching techniques, and learning characteristics of different age groups. A list of resources includes references, visual aids, and agencies and organizations.

ED 124 474. *Circus (Oregon ASCD Curriculum Bulletin* 30, no. 332, May 1976), by Mildred S. Fenner and Janet Witter. Salem, Ore.: Oregon Association for Supervision and Curriculum Development, 1976. EDRS price: MF $0.83, PC $3.32; plus postage. Also available from *Oregon ASCD Curriculum Bulletin*, P.O. Box 421, Salem, Ore. 97308 ($1.50).

This bulletin discusses the circus, as described by circus companies, and offers ideas by educators from several states for how to use circus-related topics in the classroom. The bulletin is divided into several sections. The first section defines and describes the circus, with a short history. Next, a concise 200-year history of the circus in the United States is provided, followed by a 1975 census of circuses in the United States. A glossary of circus lingo and jargon and a list of phrases born in the circus world are included. How the circus stimulates local economy is explained in another section. A lengthy bibliography contains lists of animals, bilingual materials, biographies, circus-related topics, factual and historical information, fiction for older children and adults, fiction and picture books for young children, recordings of circus music, and band and organ records.

ED 123 170. *Guide to Concept Development in the Social Studies*, by James G. Lengel and H. Donn McCafferty. Montpelier: Vermont Department of Education, 1975. EDRS price: MF $0.83, PC $7.82; plus postage.

This guide lists and defines concepts from seven social science disciplines and presents strategies for concept teaching in the social sciences at the elementary and secondary levels. The guide's four main sections are "Theoretical Introduction," "Concepts from the Social Sciences," "Teaching Strategies," and "The Future." The introduction discusses what a concept is and outlines a general social studies curriculum structure which relates concepts, skills, and content to a system for program planning. The section on concepts from the social sciences, the major portion of the guide, lists and defines concepts in anthropology/sociology, economics, geography, history, political science, and psychology. Focus questions which teachers can use with students are provided for the concepts. The teaching strategies section discusses procedures for teaching the concepts of the preceding section and contains a sample lesson plan. The guide concludes with a brief outline of subjects to be included in future volumes.

ED 116 367. *A Course of Study for the Educable Mentally Retarded: Primary, Intermediate, Junior High.* Indianapolis: Indianapolis Public Schools, 1975. EDRS price: MF $0.83, PC $15.32; plus postage.

Presented here is a curriculum guide for educable mentally retarded (EMR) students in primary, intermediate, and junior high school levels. Introductory material includes information on characteristics and needs of EMR children; scope and sequence for each level in language arts, arithmetic, and social skills; and suggested teaching and planning techniques. For each level, unit suggestions and activities are presented in the following subject areas: language arts, arithmetic, social studies, science, health, and safety. In addition, the junior high curriculum contains items on homemaking and industrial arts. Skills and activities are also provided for art, music, and physical education.

ED 113 271. *Teachers Guide to Man and the Economic Society: A Social Studies Curriculum Supplement*, by Milo F. McCabe. Vermillion, S.D.: Center for Economic Education, University of South Dakota, 1975. EDRS price: MF $0.83, PC $6.32; plus postage. Also available from South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, S.C. 57069 ($3.50).

Endeavoring to reach a goal of economic literacy, this K-12 economic resource guide provides the teacher with a context, concepts, and content about the economics of American society and the study of economics in general. Its purpose is to shorten the amount of work and time that a teacher needs to spend on reading and locating material. Based on Lawrence Senesh's conceptual framework, this resource guide presents eight economic units: "Man and His Environment," "Socialization of Man," "Economic Society: A Social Institution," "Economic System or Market," "Consumption Function and the Product Market," "Production Function and the Product Market," "Production Function and the Factor Market," "Modifications of the Market Mechanism," and "Measuring and Determining the Performance of the Economic System: Growth and Stability." Each unit includes a description of the context, a list of economic concepts related to the topic, and detailed outlines of the content areas. Short histories of money and banking conclude the guide.

ED 092 441. *Social Studies Program for Idaho Public Schools, Grades K-12*, rev. ed., by Orville A. Reddington. Boise: Idaho Department of Education, 1974. EDRS price: MF $0.83, PC $9.32; plus postage.

This model state curriculum guide for K-12 social studies provides teachers with planned continuity to assist in supplementing classroom offerings. The publication is designed to acquaint teachers with new content, processes, terminology, purposes, objectives, grade placement of content, instructional materials, and techniques of inquiry. The guide begins with a statement of purpose and is followed by a list of major social studies objectives; three sections on inquiry skills; suggested teaching procedures, methods, and practices; and information on developing a climate, writing and teaching social studies units, materials and equipment, audiovisual aids, and uses of overhead projectors. The major section of the guide is comprised of outlines of

content in anthropology, civics, economics, geography, map and globe skills, history, and sociology. For each subject area the basic understandings, inquiry skills, and attitudes and values precede lists of concepts divided into primary, intermediate, and secondary levels.

ED 167 463. *Social Studies Curriculum Guide: Grade 1--Families and Schools*. Paramus, N.J.: Educational Development Center, Paramus Public Schools. EDRS price: MF $0.83, PC $4.82; plus postage.

An outline of basic concepts, performance objectives, and learning activities is presented here for a first-grade course on the family and the school. The course, intended to span a 28-week period, is based on four major generalizations: (1) physical needs give impetus to the development of the cultural climate; (2) law has been established for the common good and is derived from man's need for both freedom and control; (3) man's need for sociality is a factor in implementing change; and (4) the need for self-realization by man is a contributing factor toward changing society. The first part of the guide outlines specific concepts and performance objectives for each of the four generalizations. The second part of the guide enemerates specific learning activities for each performance objective identified.

ED 163 787. *Folk Tales: Getting to Know Southeast Asia* (Southeast Asia Curriculum Series, no. 1), by Marlene Ridgley. Athens, Ohio: Center for International Studies, Ohio University, 1978. EDRS price: MF $0.83, PC $9.32; plus postage. Also available from Southeast Asia Studies Program, Ohio University, 56 E. Union St., Athens, Ohio 45701.

This teaching/learning plan designed to provide the elementary classroom teacher with an overview of the geography, environment, culture, and people of Southeast Asia includes five sections on the following subjects: geography, animals, plants, social roles and occupations, and religion. Through the use of folk tales from each of six Southeast Asian countries, the class becomes involved in each subject and learns how to verify information, draw proper conclusions, and synthesize data from various sources. The teaching/learning plan of activities, content, objectives, evaluations, and questions follows the same basic format that was developed and field tested over a two-year period with sixth-graders. A selected bibliography focuses on folk tales written for children, children's sources of information on Southeast Asia and specific countries, and general works that may be used by the teacher and children.

ED 160 538. *Geographic Skills in the Social Studies, Grades K-6*. Austin: Texas Education Agency, Division of Curriculum Development, 1978. EDRS price: MF $0.83, HC $3.32; plus postage.

This booklet identifies 217 geography skills to be acquired by students in kindergarten through grade 6. It is intended to help teachers develop geographic strands and outcomes in the elementary social studies curriculum. Skills are presented for three grade levels: K-2, 3-4, and 5-6. Within each division are three levels of sequencing.

In most cases it is important for students to master one level before moving to the next because many of the skills are sequenced from simple to complex. The skills are divided into the following strands: size and shape, direction and location, scale and distance, symbols, and earth-sun relationships. The sixth strand--uses, inferences, and patterns--applies the other strands in the critical-thinking processes.

ED 152 923. *Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools*. New York: Bilingual Education Applied Research Unit, Hunter College, City University of New York and Institute for Urban and Minority Education, Columbia University, 1978. EDRS price: MF-$0.83, PC $27.32; plus postage.

The central purpose of this manual is to bring the maintenance of cultural diversity into actual practice in the elementary school bilingual classroom. Techniques for implementing multicultural social studies curricula are presented through a series of modules for 15 workshops. These modules have been developed for teacher trainers. The techniques, conceptual tools, options, and suggested practices presented may be adapted to the needs of individual school systems for implementing curricula in English and/or Spanish. Workshop topics include culture, race socialization, cultural differences, migration, bicultural students, parents as resources, the bilingual teacher as culture broker, language, learning style, the cross-cultural comparative approach, the classroom as a learning environment, the arts, inquiry, and the learning and assessment system. Examples in this manual are taken from Hispanic cultures of the Caribbean, Latin America, and the United States. The principles of the approach, however, are applicable to teaching students from any cultural background.

ED 152 654. *Social Understandings: Illustrative Models K-3 and Social Studies Education: Illustrative Models 4-6*. Charleston, W. Va.: Bureau of Learning Systems, West Virginia Department of Education, n.d. EDRS price: MF $0.83, PC $9.32; plus postage.

Fifteen organizing themes are presented here to help define the scope of social studies learning in grades K-12 and to construct a basic framework for curriculum development. The underlying philosophy is that children should investigate and discover understandings by using methods that embody such processes as observing, enumerating, and classifying. The first part of the guide briefly discusses social studies for the early childhood program, social science concepts and generalizations and application of these to instructional units, inquiry as a teaching strategy, and values clarification approaches. The second and major portion of the guide presents 15 themes built around key concepts, among them different life styles, periodization and chronology, culture, socialization, values, global interdependence, and scarcity. Grade level, teacher preparation, and learning activities are outlined for each theme.

ED 152 618. *Social Studies Program Guide, K-3: Primary Grades.* Spokane: Spokane School District 81, 1977. EDRS price: MF $0.83; plus postage. Paper copy available only from Spokane Public Schools, W-825 Spokane Falls Blvd., Spokane, Wash. 99201 ($3.50). Note: The guide for the intermediate grades, ED 152 619, is available from the Spokane Public Schools for $5.00.

This curriculum guide is the first of four guides which identify scope, sequence, goals, and resources for the social studies program of the Spokane schools. Suggested here are social studies materials, resources, and activities for kindergarten and primary grade levels. Emphasizing social studies knowledge and skill development, the guide outlines lessons on all social science disciplines (with particular emphasis on psychology, economics, geography), social studies skills, and decision making. The major objective of the curriculum is to help students become responsible citizens. Topics at the primary level include effective citizenship, self-respect, individual decision-making criteria, competency in social decision making, diminishing natural resources, individual survival, effects of physical geography on human activities, and group influences on the individual. A description of the subject area and a chart of sequential skills begin each section, followed by an outline of activities, resources, and objectives pertinent to each grade level. A directory of program materials by grade level and evaluation information conclude the document.

ED 139 294. *Bilingual-Bicultural Curriculum for Social Studies, Grade 3,* by the Connecticut Migratory Children's Program. Hamden, Conn.: Connecticut Staff Development Cooperative; New Haven: Connecticut State Migratory Children's Program; Hamden-New Haven Cooperative Education Center, 1977. EDRS price: MF $0.83, PC $12.32; plus postage. Also available from Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, Conn. 06517.

This is one of a series of curriculum guides designed to help bilingual teachers provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other student whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more-difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide, for social studies instruction at the third-grade level, is divided into seven units: (1) Connecticut, (2) Puerto Rico, (3) Latin America, (4) Europe, (5) Asia, (6) Eskimos, and (7) American Indians. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities for each skill are suggested. A vocabulary list is provided in each unit, and the guide is illustrated with black-and-white drawings.

ED 125 973. *Skill Development in the K-6 Social Studies Program* (Bulletin no. 5193), by the Social Studies Curriculum Study Committee. Madison: Wisconsin Department of Public Instruction, 1975. EDRS price: MF $0.83, PC $10.82; plus postage.

This curriculum guide is focused on the development of skills, processes, and competencies for the K-6 social studies program. Divided into six sections, the guide provides objectives and activities for five sets of skills at each of the separate grade levels. Section 1, the major portion of the guide, focuses on map and global skills. It includes activities for such skills as direction, scale, location symbols, and comparison and inference. Section 2 outlines objectives for student research and critical-thinking skills. Emphasis is placed on using the library, taking notes, presenting oral reports, and writing reports. Section 3 gives examples of time and spatial-relationship skills, including short activities on how to use the calendar and the meaning of chronological order. Section 4 presents sequential steps for accurate interpretation and construction of tables and graphs. Section 5 lists activities designed to develop skills in interpersonal relations and group participation. Finally, section 6 provides a taxonomy of various types of discussion questions and examination questions useful for developing the questioning skills of social studies teachers.

ED 124 471. *People Who Need People: A Visit to Suburban, Urban, and Rural Neighborhoods*, by Ann Bresnick and Ellen Markel. Dix Hills, N.Y.: Third Supervisory Board of Cooperative Educational Services, 1976. EDRS price: MF $0.83, PC $10.82; plus postage. Also available from Third Supervisory Board of Cooperative Educational Services, 507 Deer Park Rd., Dix Hills, N.Y. 11746 ($15.00).

Designed for the second and third grades, this curriculum guide is focused on the social nature of man and the need of human beings for each other. By examining urban, suburban, and rural neighborhoods, a variety of social types and life styles are presented. Each of the three neighborhoods sections consists of 14 stories expressing different concepts and values which combine to form a complete social studies program. The 14 concepts presented in these story units are friendship, pride, responsibility for one's own safety, changing family needs, family mobility, volunteer work, job responsibility, neighborhood pride, job eligibility, cooperation, acceptance, decision making, establishing realistic individual goals, and individuality. Each unit contains a picture related to the story, main concepts, purpose of the lesson, materials needed, vocabulary, text, discussion questions, and follow-up activities.

ED 166 125. *Cultures of the Western World: Grade 10, Instructional Guide.* West Chester, Pa.: West Chester School District, n.d. EDRS price: MF $0.83, PC $9.32; plus postage.

This curriculum guide presents nine units for the study of Western cultures in the tenth grade. The units contain up to 13 lessons each and together constitute a two-semester course. Content includes ancient Greece and Rome, the Middle Ages, the Renaissance and Reformation, Great Britain, France as a case study of revolution, Russia, and nationalism and the unification of Germany. For each lesson, information is presented on objectives, motivational activities, content, key words, and evaluation. No instructional materials are identified.

ED 166 124. *Cultures of the Non-Western World: Grade 9, Instructional Guide.* West Chester, Pa.: West Chester School District, n.d. EDRS price: MF $0.83, PC $3.32; plus postage.

This curriculum guide presents nine units for the study of world cultures in the ninth grade. The guide has been designed as one component of an ongoing comprehensive social studies program. Among the social science concepts which the units develop are cultural diffusion, prejudice, task specialization, urbanization, nationalism, and ethics. The first three units cover an orientation to world cultures, ancient Egypt, and the fertile crescent. The other six units, which can be taught in any sequence, examine the Moslem world, Africa, India, Southeast Asia, China, and Japan. Each of the units identifies specific objectives and gives a detailed outline of content.

ED 166 119. "Women in American History Unit," by Berniece B. Seiferth and Barbara Bennett. EDRS price: MF $0.83, PC $1.82; plus postage.

This teaching unit was developed to highlight the role of women in American history. Written for the junior and senior high school level, the unit examines how women's role has changed, what contributions were made by women during the almost 400 years of our history, effects of the women's rights and suffragist movement of the 19th century, and changes accomplished by the current women's movement. Objectives include development of the ability to compare American ideas of masculinity and feminity with those of other cultures, discuss Freud's opinions about women, explain how scientists and anthropologists have analyzed the conditioning of American women, and discuss contributions of specific women during specific periods of history. The unit contains pretests and posttests, a list of 25 objectives, suggestions for content material for each of 15 days, background issues with related study questions, and a bibliography of 25 resources.

ED 166 068. *People Liberation: One-Semester Course for Social Studies or Family and Consumer Studies.* Carmichael, Calif.: San Juan Unified School District, 1974. EDRS price: MF $0.83; plus postage. Paper copy not available.

An outline is presented here for a one-semester course in "people liberation" which can be incorporated into social studies, consumer education, family education, or women's studies programs. Designed for senior high school, the course explores masculine and feminine roles in contemporary American society and helps students understand themselves as members of society. Unit topics include self-concept, role clarification, awareness of the physiological differences between the sexes and social attitudes regarding sexual behavior, social and political roles of women in past and present American society, changing opportunities for women in work and marriage, economic problems of women, and analysis of students' own life styles, aspirations, and career interests. For each unit the outline indicates the rationale and overall goal and elaborates, for each of the 82 days, specific objectives, teaching strategies, resources, and evaluation techniques.

ED 164 434. *Social Studies: Semester Electives for Grade 12, Advanced Economics--Advanced Government.* Albany, N.Y.: Bureau of General Education Curriculum Development, New York Education Department. EDRS price: MF $0.83, PC $6.32; plus postage.

Major concepts and generalizations related to economics and American government are presented in this syllabus, intended for 12th-grade social studies teachers. Using the guide, teachers develop and implement strategies which will help students understand more-advanced economic and political concepts. Introductory sections provide an overview of economic and political science concepts, definition of vocabulary terms, and information on how to use the syllabus. Economics topics discussed are economic understandings, the market system, government role, economic growth, the U.S. economy, and comparative economic systems. Topics related to American government role and structure include the nature of government, how to identify and discuss issues, decision making, policy formation, and reevaluation of the power structure. For each topic, an overview, discussion questions, generalizations, relevant persons and events, and background data are presented.

ED 164 413. *Instructional Units to Accompany Economics for Nebraska's Junior High School Students,* edited by Paul G. Johnson. Lincoln, Neb.: Nebraska Department of Education, 1978. EDRS price: MF $0.83, PC $13.82; plus postage.

These nine instructional units form the second part of a two-part plan for providing direction for junior high studies in economics. Suitable for both junior and senior high levels, each unit constitutes a one-week course. All nine units can serve as the basis for a semester course in economics. Within each unit are an abstract, major teaching

strategies, generalizations that students should learn, and teaching objectives. Approximately five lessons are outlined in each unit; each lesson provides a list of materials needed, teaching strategies, and a section for teacher's notes. A bibliography, handouts, transparencies, tests, and answer keys are provided in appendices.

ED 163 570. *Course Outlines in Social Studies of the Rumson-Fair Haven Senior Elective Program.* Rumson, N.J.: Rumson-Fair Haven Regional High School, 1976. EDRS price: MF $0.83, PC $3.32; plus postage.

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators during 1971-74. The program offers, to students who complete graduation requirements in the first three years of the four-year program, a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open-space building with an open-campus policy. This brochure contains outlines of minicourses in the social studies department, listing texts and other bibliographical references and describing units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluation methods currently in use in the program. Specific courses listed are Introduction to Psychology, Abnormal Psychology, Anthropology, Cultural Anthropology, Criminology, Sociology, History and Culture of the American Indian, Ancient African Empires, Intellectual History of the United States, Contemporary Foreign Affairs, State and Local Government, American Political Parties, and Vital Issues of the United States Constitution.

ED 161 808. *Toward Civic Responsibility.* Albany, N.Y.: Bureau of General Education Curriculum Development, New York Education Department. EDRS price: MF $0.83; plus postage. Paper copy not available.

This guide outlines concepts central to the process of governance at local, state, and national levels. It is intended for use by junior high school social studies teachers as they develop and implement educational programs to help students understand governmental structure and functions and develop skills in evaluating government strategies and activities.

ED 160 508. *Development and Interdependence: A One-Semester Model Curriculum for Secondary Schools and Undergraduate Colleges,* by Walter S. Schaeffler and Anne B. Collier. Madison, N.J.: Global Development Studies Institute, 1978. EDRS price: MF $0.83; plus postage. Paper copy available only from Global Development Studies Institute, P.O. Box 522, 14 Main St., Madison, N.J. 07940 ($4.00).

This interdisciplinary curriculum on global economic and social development and interdependence traces Western development trends, investigates current issues and processes in development, and offers a development planning exercise. An introductory secton, which serves as a teacher's guide, discusses the skills developed by the activities, suggests scheduling alternatives, and offers ideas for evaluation. Objectives include helping students develop a global perspective, examine personal attitudes and sense of individual responsibility, and understand why there is disparity of wealth and power among nations. The guide lists resources for each unit as well as an annotated bibliography of 143 citations.

ED 152 620. *Social Studies Program Guide, 6-9.* Spokane: Spokane School District 81, 1977. EDRS: MF $0.83; plus postage. Paper copy available only from Spokane Public Schools, W-825 Spokane Falls Blvd., Spokane, Wash. 99201 ($5.00). Note: The guide for grades 9-12, ED 152 621, is available from the Spokane Public Schools for $4.50.

This curriculum guide suggests materials, resources, and activities related to social studies knowledge and skill development for grades 7-9. Grade 6 activities are also included to inform junior high school teachers about what has been previously taught. Part of a series of social studies program guides designed to be used in the Spokane Public Schools for grades K-12, this component outlines lessons on all social science disciplines, with particular emphasis on economics, geography, environment, and political science. The major objective of the curriculum is to help students become responsible citizens.

ED 141 532. *Career Education Curriculum Model: A Guide for Teachers, Grades 9 Through 12.* Montgomery: Alabama Department of Education, 1976. EDRS price: MF $0.83, PC $10.82; plus postage.

The structure of career education included in this curriculum guide for grades 9-12 is intended to provide a comprehensive, sequential, and integrated approach, based on the eight elements of the Comprehensive Career Education Model matrix (CCEM) adopted in Alabama. The eight elements are self-awareness, career awareness, economic awareness, educational awareness, decision making, beginning competency, employability skills, and attitudes and appreciations. Sample objectives, learning activities, and resources concerning each element are included for each grade level. Grade 9 includes 14 activities in the areas of English, foreign language, physical science, biology, and social studies. In grade 10, there are 14 activities in biology, English, chemistry, social studies, and foreign language. In grade 11, there are 15 activities in chemistry, English, social studies, and foreign language; in grade 12, there are 6 activities in English and social studies.

ED 135 676. *High School Feminist Studies*, compiled by Carol Ahlum and Jacqueline Frailey. Old Westbury, N.Y.: State University of New York, College of Old Westbury and Feminist Press, 1976. EDRS price: MF $0.83; plus postage. Paper copy available only from Feminist Press, Box 334, Old Westbury, N.Y. 11568 ($5.00).

This book describes courses on women's studies for the high school curriculum in literature and language, history, and social studies. Preceding the course disciplines is an article on textbook analysis which reviews evidence of female-oriented material in U.S. history and English-literature textbooks. The 23 syllabi and descriptions of curricula included in this volume are divided into three categories: history, literature, and interdisciplinary studies. The nine history courses illustrate new directions among scholars in women's history, the need to reperiodize history, the use of autobiographies, and the inclusion of class and race to describe women in history. Seven literature courses emphasize writing skills, independent and thoughtful investigation and analysis, and use of family histories and TV situations. Seven courses are described in the interdisciplinary section, all based on women's studies topics. Most of the course descriptions include purpose, goals, content, and further suggestions.

ED 133 470. *Career Education Activities for Subject Area Teachers, Grades 9 Through 12*, by Peter Finn and Jane Lawson. Cambridge, Mass.: Abt Associates, 1975. EDRS price: MF $0.83, PC $18.32; plus postage. Also available from Abt Publications, 55 Wheeler St., Cambridge, Mass. 02138 ($11.50).

Designed as a resource book which can be used to supplement the regular curriculum by integrating one or more career education activities into regularly taught courses, this volume for grades 9 through 12 is one of a series of three manuals, one each for the elementary (grades 1-6), junior high (grades 6-9), and senior high (grades 9-12) levels. Each subject area includes an activities summary, introduction, sample week's lesson plans, cross-references, and a student activities section, which is prefaced by teaching prerequisites and objectives. (The cross-reference identifies by number activities which treat particular occupational issues and jobs and activities which reinforce specific subject-area topics and skills.) The resource section, under separate headings, discusses the following three aspects of career education which should be considered in order to implement the activities most productively: teacher objectivity, liaison with the community, and effective teaching methods.

ED 133 131. *Curriculum Preparation for Adulthood: A Course for High School Seniors* (Pennsylvania Cooperative Extension Studies 66), by Nancy R. Wiker. University Park, Pa.: Cooperative Extension Service, Pennsylvania State University, 1976. EDRS price: MF $0.83, PC $4.82; plus postage.

The result of a survey of two past graduating classes (1967 and 1972) and teacher involvement, this curriculum guide for seniors in the Pequea Valley School District (a rurally conservative area comprised mainly of an Amish and Mennonite population in Lancaster County, Pennsylvania) constitutes the home economics component of a joint effort on the part of the business, social studies, and home economics departments to develop a course in adult living. Each unit is presented in tabular form and includes information about the following: concept to be developed; a generalized assumption; specific objectives; supportive learning; the learning experience, including handout suggestions, human resource suggestions, and activities; and written resources. Additonally, a bibliography is presented following each unit.

ED 114 254. *Population Inquiries: U.S. and World Dynamics*, vol. 1. Bloomington, Ind.: Population Education Project, Indiana University, 1974. EDRS price: MF $0.83, PC $13.82; plus postage. Note: Volume 2 of this document, ED 114 255, is available on loan from ERIC/SMEAC, Ohio State University, 1200 Chambers Rd., Third Floor, Columbus, Ohio 43210.

This instructional unit on population issues for use in high school social studies classes has been designed to provide the social studies teacher with a wide variety of instructional options. These are oriented toward providing non-college-bound juniors or seniors with visually stimulating activity-oriented instruction on vital social issues relating to population change. This unit is divided into three chapters. Chapter 1 is a description of the project design and development. Chapter 2 provides a brief overview of the purpose and structure of the unit along with suggestions for using the unit in the classroom. Chapter 3 consists of an instructional unit containing a series of activities, each including a purpose, learning goals, teaching schedule, teaching aids, learning aids, learning procedures, student application exercises, notes to the teacher, and student confirmation sheets. A section of student materials is also included along with a teacher "idea grab bag." Resource materials are listed throughout the instructional unit.

ED 111 723. *Teaching a Pre-Columbian Culture: The Iroquois. A Guide Unit for Seventh Grade Social Studies*, rev. ed., by Hazel W. Hertzberg. Albany, N.Y.: New York Education Department and Bureau of Secondary Curriculum Development, State University of New York. EDRS price: MF $0.83, PC $6.32; plus postage.

Presented in this curriculum guide are teaching techniques to help the seventh-grade teacher introduce pupils to a unit study on the Iroquois Indians. The pamphlet describes classroom procedures by which students learn the techniques for studying any culture through an intensive study of one local culture. The cultural unit uses all the social science disciplines, including archaeology, but is organized in terms of the categories of anthropology. Part 1 gives some introductory exercises which will help student development,

understanding, and analysis of culture. This section is useful as an introduction to any unit on culture. Part 2 deals with the pre-Columbian culture of the Iroquois before the arrival of the Europeans and briefly discusses subsequent Iroquois history. Part 3 contains annotated lists of useful instructional and reference materials.